# Middle Level Indicators of Achievement Checklist

#### Music Education

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |

| **LEVEL OF PERFORMANCE** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | **1**  **Falls Below** | **2**  **Approaches** | **3**  **Meets** | **4**  **Exceeds** | **Acceptable**  **Evidence** |
| **Student**  **Performance**  Students will demonstrate:  The process of creating, performing and participating in music (Standard 1);  The knowledge and use of music materials and resources (Standard 2);  Listening critically and analyzing their performances and that of others (Standard 3); and  Understanding historical and cultural forces that have shaped and are shaping music throughout the world  (Standard 4). | A. Students in the general music classes, instrumental and choral program offerings do not meet the NYS Learning Standards for the Arts in Music as detailed in the performance indicators. | A. Students in the general music classes, instrumental and choral program offerings meet some of the NYS Learning Standards for the Arts in Music as detailed in the performance indicators. | A. Students in the general music classes, instrumental and choral offerings of the music program meet all of the NYS Learning Standards for the Arts in Music as detailed in the performance indicators through grade 7/8. | A. Students in the general music classes, instrumental and choral offerings of the music program exceed all the NYS Learning Standards for the Arts in Music as detailed in the Performance Indicators.  Published curricula are sequential and are articulated in curriculum guides at each grade level (5-8). | Locally prepared assessments reflect the NYS Learning Standards for the Arts in Music.  Syllabi and resource guides reflecting NYS Learning Standards for the Arts in Music are utilized in teaching and learning.  A majority of the music students demonstrate achievement of the NYS Learning Standards for the Arts in Music at the intermediate level. |
| B. Authentic performance assessments demonstrate that students have not met the NYS Learning Standards for the Arts in Music. | B. Authentic performance assessments demonstrate that students met some of the NYS Learning Standards for the Arts in Music. | B. Authentic performance assessments demonstrate that students met all the NYS Learning Standards for the Arts in Music. | B. Authentic performance assessments demonstrate that students exceeded the NYS Learning Standards for the Arts in Music. | NYS School Music Association (NYSSMA) evaluations  Qualified independent evaluation of performance  Public performances |
| **Student**  **Performance**  **cont’d.** | C. No assessments are used. | C. Assessments are used occasionally in the general music classes as well as with the performing organizations. Rubrics are aligned to the NYS Learning Standards for the Arts in Music. | C. Assessments are used consistently in the general music classes as well as with the performing organizations. Rubrics are aligned to the NYS Learning Standards for the Arts in Music. | C. Assessments are required to evaluate the achievement of the NYS Learning Standards for the Arts in Music. | NYSSMA evaluations  Locally prepared assessments document student achievement of the NYS Learning Standards for the Arts in Music. |
| **Collaboration and Integration** | A. Music Education teachers are not viewed as an integral part of the school’s team. | A. Music Education teachers are viewed as an integral part of the school’s team solely within their own content area. | A. Music Education teachers are viewed as an integral part of the team; they serve as resources to other content areas. | A. Music Education teachers are viewed as an integral part of the team, and they act as resources to other content area team members and visa-versa. | Instrumental/vocal lesson schedules meet program and building needs.  Faculty committees on scheduling, planning and curriculum development include music staff.  There is integration and consultation of music staff with other content areas. |
| B. Music Education teachers are viewed by most school staff as “extras,” and contribute little or no value to other content areas. | B. Music Education teachers are informed of team/school projects and initiatives. They are invited to participate, when possible. | B. Music Education teachers have adequate common planning time with other team/content area teachers. | B. Music Education teachers are included in all school planning and participate in all appropriate instructional planning meetings. | Interdisciplinary curricular programs include music staff.  Music performance programs reflect other content areas.  There is integration of other disciplines into the music curriculum. |
| **Collaboration and Integration**  **cont’d.** | C. Music Education teachers receive little or no information about team projects or initiatives. | C. Music Education teachers communicate with other teachers as needed to advise them of projects that may support other content area learning. | C. Music Education teachers collaborate with other content area teachers that show students “real-life” application. | C. Music Education teachers integrate learning standards from other content areas into their lessons and point out these connections as a part of “real-life” application. | Integrated curricular projects  Grade-wide projects  Cooperative planning  Curricula in other subject areas indicate a music component. |
| Curriculum | A. There is no written music curriculum for general music classes or for the performing organizations. | A. There is a written music curriculum for general music classes that is standards- based. The performing organizations’ curriculum is not standards-based. | A. There is a written curriculum for all music classes that is based upon the NYS Learning Standards for the Arts in Music. | A. There is a written curriculum that is current and aligned to the NYS Learning Standards for the Arts in Music. It is updated regularly and is part of the K-12 sequential music program developed by the music staff. | Current curriculum is based upon the NYS Learning Standards for the Arts in Music.  Performances by the performing organizations authentically validate the quality of the music curriculum.  Assessments and other forms of evaluation closely reflect the curriculum.  Fundamental dimensions of curriculum and scheduling are met, such as those in Opportunity to Learn Standards for Music Instruction, p. 9-10 (see Resources, at the end of the Checklist). |
| **Youth Development and Community Involvement** | A. Music Education teachers do not incorporate youth development components into the music program. There is no cooperation with other school personnel or community organizations. | A. Music Education teachers have student programs/groups that focus on developing leadership qualities while using these skills to assist the music program and Music Education teacher. They cooperate with school personnel but not with the community organizations. | A. The Music Education teachers plan community/school service projects that provide youth leadership skill building activities (e.g., internships, mentoring, and/or youth leadership organizations). They cooperate with school and the community organizations. | A. The Music Education teachers promote student participation in youth leadership activities, student growth through individualized group projects, and opportunities for students (e.g., internships, mentoring, service learning, and/or youth leadership organizations). They cooperate with school and community organizations and may initiate the contact with the community organizations. | Tri-M  Student music organizations (e.g., youth music organizations)  Organization officers  Small and large ensembles that perform for community organizations and nursing homes, etc.  Organizes fundraising drives (e.g., bottle drives)  Programs for the community  Community support for the music programs as indicated by concert attendance or through surveys, such as the Kennedy Center’s Community Audit for Arts Education. |
| **Professional Staff and Staff Development**  **Professional Staff and Staff Development**  **Cont’d.** | A. No appropriately certified Music Education teachers are assigned to classes. | A. Appropriately certified Music Education teachers are assigned to some classes. | A. Certified Music Education teachers deliver music instruction to all students. | A. Certified Music Education teachers deliver high quality music instruction to all students. | Music staff members are certified Music Education teachers, having attended colleges that have certified music  education programs.  Many of the staff have advanced degrees.  A music administrator oversees the program.  Music-specific programs are developed through BOCES or in cooperation with other school districts.  There is an opportunity for staff to attend conferences on a regular basis.  Staffing and staff development dimensions are addressed, such as those in Opportunity to Learn Standards, p.11-12 (see Resources at the end of the Checklist). |
|
|
| B. No provisional music staff or teachers of other content areas are assigned to deliver music instruction. | B. Provisional music staff is in the process of obtaining appropriate certification. No additional professional development opportunities are provided. | B. Professional development opportunities are provided for Music Education teachers. | B. All teachers participate annually in content-specific professional development. There is financial and scholarship support for continued growth. |
| C. No effort is made to schedule teachers in the area of their specialization. | C. Music Education teachers occasionally teach in the areas of their specialization. | C. Music Education teachers teach a majority of their schedule in their areas of specialization. | C. Music Education teachers teach their entire schedule in their areas of specialization. |
| **Adminis-trative Support** | A. Administration does not demonstrate interest in maintaining or advancing the music program. | A. Administration demonstrates a basic understanding of the music program area and program goals. | A. Administration actively supports the music program with:  -An adequate budget;  -A workable schedule;  -Curriculum development;  -Appropriate teacher(s);  -Evaluation for improving instruction; and  -Appropriate evaluation programs. | A. Administration actively supports the music program at the building and district levels with:  -A budget that allows for growth in the department;  -A schedule that enables all departments to meet the students’ needs;  -Appropriate evaluation programs;  Articulation of a program vision for program growth; and  -Annual program evaluation. | There is a designated music budget.  The budget is adequate for the needs of the music department.  Equipment is replaced on a scheduled basis.  Appropriate facilities and equipment are provided. |
| **Adminis-trative Support**  **cont’d.** | B. Administration provides little or no support for professional development. | B. Administration supports limited professional development opportunities for some Music Education teachers. | B. Administration supports adequate professional development for all Music Education teachers. | B. Administration advocates and supports the importance of professional development that focuses on the NYS Learning Standards for the Arts in Music at the intermediate level for all Music Education teachers. | Conference days are planned to allow music staff designated time in their curricular area.  Teachers are encouraged to attend conferences and other programs that help them extend their knowledge and are appropriate for their growth.  Release time is  provided for Music Education teachers to visit exemplary programs/teachers.  Mentoring programs are in place for new staff members and are provided by a music specialist. |
| **Scheduling/**  **Student Access** | A. General/classroom music instruction is scheduled for some students. Performing groups (band, chorus, orchestra) are minimally offered. | A. General/classroom music instruction is scheduled for most students. Some performing groups (band, chorus, orchestra) instruction is offered at each grade. | A. General/classroom music instruction is required for all students in Grades 5- 6 and scheduled in Grades 7-8. Performing groups (band, chorus orchestra) instruction is available to all students at each grade (5-8). Students can satisfy the 7/8 Grade music instruction requirement through general/classroom music or performing groups or a combination of both. | A. General/classroom music is required for all students in Grades 5-8. Performing groups (band, chorus, orchestra) instruction is available to all students at each grade (5-8). Students can satisfy the 7/8 Grade music instruction requirement through general/classroom music or performing groups or a combination of both. | There is a wide range of opportunities for students to participate in music activities.  Performing groups are scheduled during the school day.  There is an array of general music offerings.  Scheduling provides all students the opportunity to participate in performing groups.  Lesson schedules are developed that meet student needs.  Placement and class inclusion dimensions are met, such as those in Opportunity to Learn Standards for Music Education, p.10 (see Resources at the end of the Checklist). |
|  |  |  |  |  |
| **Instructional**  **Technology** | A. Music students have no access to music technology or technical support that facilitates instruction in music. | A. Music students have some access to music technology to assist instruction. | A. Music students have access to music technology to assist them when needed. | A. Music students have access to music classrooms that are equipped with state-of-the-art music technology to support instruction. | Keyboard lab  Open computer lab  Computer stations in every classroom  Current music software  Quality audio/video equipment |
| **Facility/**  **Equipment** | A. No dedicated and appropriate space is provided for music instruction. | A. Some dedicated music rooms are provided for music instruction. | A. Dedicated and appropriate music spaces are provided for all music instruction. | A. All student instruction takes place in dedicated facilities with state-of-the-art equipment. | Current textbooks  Equipment purchased at defined intervals  Well ventilated rehearsal space  Adequate custodial services maintain facility  Appropriate performance facilities  Adequate music rooms are provided, such as in Opportunity to Learn Standards for Music, p. 14-15 (see Resources at the end of the Checklist). |
| **Facility/**  **Equipment**  **cont’d.** | B. No music equipment is provided for instruction. | B. Some music equipment is provided for instruction. | B. Adequate music equipment is provided and well maintained. | B. High quality music equipment is provided and well maintained. | Support equipment for quality music instruction is in place (e.g., stands, risers, chairs, texts, pianos, music library).  Equipment purchases meet bid specifications. |
| **Resources/**  **Budget** | A. Little or inadequate funding is provided for the music program. | A. Funding is provided to support a marginal music program. | A. Funding is  provided to support a quality music program. | A. Funding is provided to support an excellent music program. | A dedicated music budget includes funding for the following:  -Repairs,  -Supplies,  -Instrument replacement,  -Textbooks, and  -Sheet music.  A well-organized music library is in place, with budgetary support to maintain currency.  Conference/professional development budget  Musical materials and equipment are provided at adequate levels, such as those in Opportunity to Learn Standards for Music Education, p. 12-13 (see Resources at the end of the Checklist). |

###### Music Education Indicators of Achievement Checklist

## ACTION PLAN TEMPLATE

The Action Plan Template is a companion tool to the Checklist. Schools should use the Checklist to identify areas where there are gaps in their programs. The Template can be used to develop and/or list strategies to close those gaps. A separate Template should be completed for each Indicator.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STRATEGIES FOR ADDRESSING**  **AREAS IDENTIFIED**  **USING THE RUBRIC** | **TIMELINE TO IMPLEMENT** | **RESPONSIBLE**  **STAFF** | **PROJECTED**  **EXPENSE** | **ANTICIPATED**  **FUNDING SOURCE** |
| **Indicator:** |  |  |  |  |

###### Music Education

###### Additional Resources

**New York State Resources:**

* *NYS Learning Standards for the Arts:* <http://www.p12.nysed.gov/ciai/arts/pub/artlearn.pdf>
* *Music: A Resource Guide for Standards-Based Instruction, 2002*

### Music for the Middle/Junior High School, 1989

NYS Virtual Learning System (VLS): <http://eservices.nysed.gov/vls/>

**National Association for Music Education (NAFME) Resources:**

* *National Standards for Arts Education:* [*http://www.nafme.org/*](http://www.nafme.org/)
* *The School Music Program*
* *Opportunity to Learn Standards for Music Instruction*
* *Program Evaluation: Visual and Performing Arts*
* *Music Facilities: Building, Equipping and Renovating*
* *Assessing Student Learning: A Practical Guide*
* *Opportunity to Learn Standards for Music Technology*
* *Guidelines for Performances of School Music Groups*
* *Guide for Evaluating Teachers of Music Performance Groups*
* *Handbook for Music Supervision*
* *Strategies for Teaching Series*

These resources can be purchased from the National Association for Music Educationat <http://www.nafme.org/>

**Other Resources:**

* Kennedy Center Alliance for Arts Education Network – *A Community Audit for Arts Education; Better Schools, Better Skills, Better Communities*, available at: <http://www.kennedy-center.org/education/kcaaen/resources/home.html>